

Collaborative Repurposing of Existing Technology to Enhance Student-Directed Research

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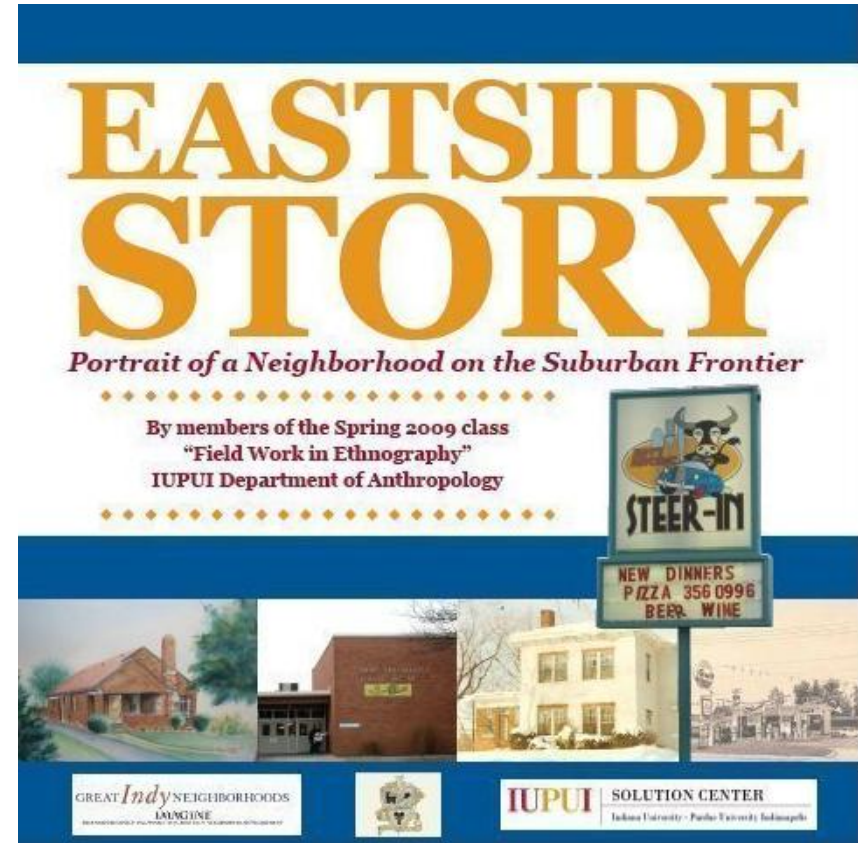
Overview and Structure

- Initial identification of need
 - Librarian as connector
 - Improvisation
- Understanding need and known practices; Pedagogy
- Determining and testing data collection process
- Data collection; Scan-a-thons
- Value of the image
- Results and conclusions

Capitalizing on Chance Encounters

“All of that history might have been lost to postwar prosperity and the construction boom’s wrecking ball had not Professor Hyatt attended an annual reunion of Southside’s black residents in August 2008 and heard for the first time about their former Sephardic neighbors. By pure coincidence the next year, she ran into Lee Mallah, one of those former neighbors, selling Sephardic pastries at a local greenmarket.”

Samuel G. Freedman. Christians and Jews Rediscover Interracial Haven, *New York Times*, April 6, 2012.



Organic Design



Neighborhood of Saturdays



In Class

- Information literacy
- Scanning best practices
- Image and interview license/release
- File naming conventions
- Interview ➤ Metadata

| | |
|--|--|
| Babe Denny Neighborhood Photo/Document Agreement Created January 2010 | |
| The undersigned hereby grants permission to the undersigned to use the photographs of: | |
| Name of Photograph Owner: _____ | |
| The undersigned authorizes the undersigned to use the photograph(s)/document(s) for display, advertisement, or other purposes. | |
| The undersigned also agrees to provide the undersigned with information about the use of said photographs or documents. | |
| In giving this permission, the undersigned does not reserve the right to participate in any and all claims, damages, or to any claims of libel, defamation, or use of said photographs or documents. | |
| Accepted and Agreed: _____ | |
| PRINT name of photo owner: _____ | |
| Address of photo owner: _____ | |
| Telephone: _____ | |
| PRINT name of IU representative: _____ | |
| PRINT name of IU representative: _____ | |
| *Adapted from Permission form from _____ | |

| | | |
|--|------------------|-----------------|
| Item ID _____ | | |
| Equipment Used to Digitize: _____ | | |
| | A | B |
| Photographer/Creator (if known) | 1 Data Collector | File Name Range |
| | 2 Student 1 | BD0100-BD0200 |
| Type of Item (photo/document) | 3 Student 2 | BD0201-BD0300 |
| | 4 Student 3 | BD0301-BD0400 |
| | 5 Student 4 | BD0401-BD0500 |
| Original Date of Item: | 6 Student 5 | BD0501-BD0600 |
| | 7 Student 6 | BD0601-BD0700 |
| | 8 Student 7 | BD0701-BD0800 |
| Individuals Depicted (if applicable) | 9 Student 8 | BD0801-BD0900 |
| | 10 Library | BD0901-BD1000 |
| Landmarks Depicted (if applicable): _____ | | |
| Event Depicted (if applicable): _____ | | |
| General Description of Item (if applicable): _____ | | |
| Special Notes (if needed): _____ | | |

RLOs at:

<http://go.iu.edu/6dE>

In the Community (in class)

- Scanners, forms, file naming lists
- Guiding the interview (*surprise*)
- Ensure necessary fields complete
- Selection of photos
- Best practices, quality assurance
- File organization

Collecting and Processing the Data

How we started

- Scan stations staffed by students; library staff circulate offer assistance
- Students submit files to Graduate Student who uploaded the files to ContentDM (sometimes)
- Graduate student creates forms completed during scan
- Library creates public digital collection
- Library archives digital images

How we finished

- Scan stations staffed by 1-2 students and library staff
- Student conducts the interview; library staff scans
- Library staff uploads files to ContentDM
- Library staff creates metadata from forms completed during scan
- Library creates public digital collection
- Library archives digital images

Collecting and Processing the Data

What we will do next time

- Scan stations staffed by 2 students
 - **1 student scans to cloud or external hard drive**
 - **1 student collects data in paper or web form**
 - Library staff will circulate and assist as needed
- Library staff collects photos from cloud or external hard drives
- Student adds paper collected data to web form if necessary
- **Library staff batch uploads metadata and images into ContentDM**
- Library creates public digital collection
- Library archives digital images





ContentDM



- Metadata
- OCR
- Controlled Vocabulary
- Batch upload
- Public access to collection
- Free (for this class)
- Resident experts
- Preservation strategy
- A part of larger, know collection
- Administration levels prohibitive
- Learning curve

The Results (so far)

- Digital Collection
- Civic engagement
- Expand the services of the library
- Students (and community) with the beginnings of digital asset management knowledge
- Students introduced to Digital and Visual Anthropology concepts
- Model for digital humanities in undergraduate research courses

Visual Anthropology meets Digital Anthropology

“Digital anthropology involves the use of digital resources and technologies in anthropological research, teaching, collaboration, and public anthropology...[it] includes various forms of data management and representation.”
(Pink)



“The Neighborhood of Saturdays project made me regain faith in credit of visual images as ethnographic tools.” (Hyatt)

Pink, S. (2011). Digital Visual Anthropology: Potentials and Challenges. In *Made to Be Seen: Perspectives on the History of Visual Anthropology*, Ruby, J. and Banks, M., editors. Chicago, IL: University of Chicago Press, 2011, p. 214.

Imperative of the Image

- “The force of the images that are in people’s minds as you interview them comes out in their narrations.” (Hyatt)
- “The the impact of hearing the story told effected what photos were selected for inclusion in digital collection.” (Palmer)
- “Digital process effected the way the students DID ethnography.” (Stamatoplos)
- “Images gave students ideas of question they wouldn’t have thought to ask otherwise.” (Hyatt)

Hyatt, S. B. (July 3, 2012). Personal interview.

Telling Their Story: Response to Wolowic by Ryan Logan

The use of photographs in our work has been instrumental in recording the history of the community. Throughout our time with the Southsiders, our class has **organized several “scan-a-thons,”** where we invited current and former residents to bring their photos and to wait while we scanned them.

Photographs capture the essence of “how things used to be” and really bring the old Southside to life...

The photographs brought in by the community reveal what was “true” for them and what aspects of the neighborhood shaped their lives. Their photographs capture the Southside as they remember it and emphasize how the neighborhood has changed. ... **Our scan-a-thons have also helped turn all the participants into the co-authors of their collective history.** Most of all, our collaboration has helped to recreate the story of a neighborhood still treasured by former residents even though its material presence vanished from our city’s current landscape long ago.

Hyatt, S. (2011). Walking the Walk in Collaborative Fieldwork: Responses to Menzies, Butler, and Their Students. *Collaborative Anthropologies*, 4. pg. 243-251.

Next Time

- In depth in-class training with associated, for credit assignments
- Credit bearing checkpoints throughout
- Online form for metadata collection



Take-Aways

- Librarian as connector
- Image as ethnographic tool
- Technology repurposing
- New library services
- Data management as valuable skill for students
- Community engagement



Now You



What courses on campus might use library digital image technologies to enhance the student research process?

Questions?

Think broader, what untapped existing campus resources, services could be integrated into the classroom to enhance student research?

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